



*Parent Advisory Council - Meeting Notes
Wednesday, March 6, 2019*

1. Welcome & Introductions

Dr. Volpe welcomed & thanked everyone for coming. He then asked everyone to introduce themselves.

- Parent Reps -
- Mara Miskin – District #60
 - Donna Krapf – District #66
 - Cheri Lang – District #66
 - Solange Pilizota – District #202
 - Julie Smith – STARS (Autism) Program
 - Nicole Sullivan – Multi Needs Program
- SASED -
- Dr. Michael Volpe – Executive Director
 - Dr. Mindy McGuffin – soon to be Executive Director
 - Nan Diamond – Director, Programs & Services
 - Andy Hubble – Program Administrator, Southeast School
Committee Chair, Behavior Oversight Committee
 - Dr. Denise Hildebrand – Coordinator, School Improvement/Instructional Support Team
Co-Chair, Behavior Oversight Committee
ELA Task Force
 - Susan Zikuda – Program Administrator, Directions & Southeast School
ELA Task Force
 - Lynne Mennel – Administrative Assistant, Programs & Services

2. Behavior Oversight Committee (Andy Hubble & Dr. Denise Hildebrand)

A couple years ago, SASED introduced you to the Behavior Oversight Committee & the multi-tiered system of supports (MTSS). SASED received constructive feedback and suggestions from parents, which were incorporated into the current model. Below are some facts:

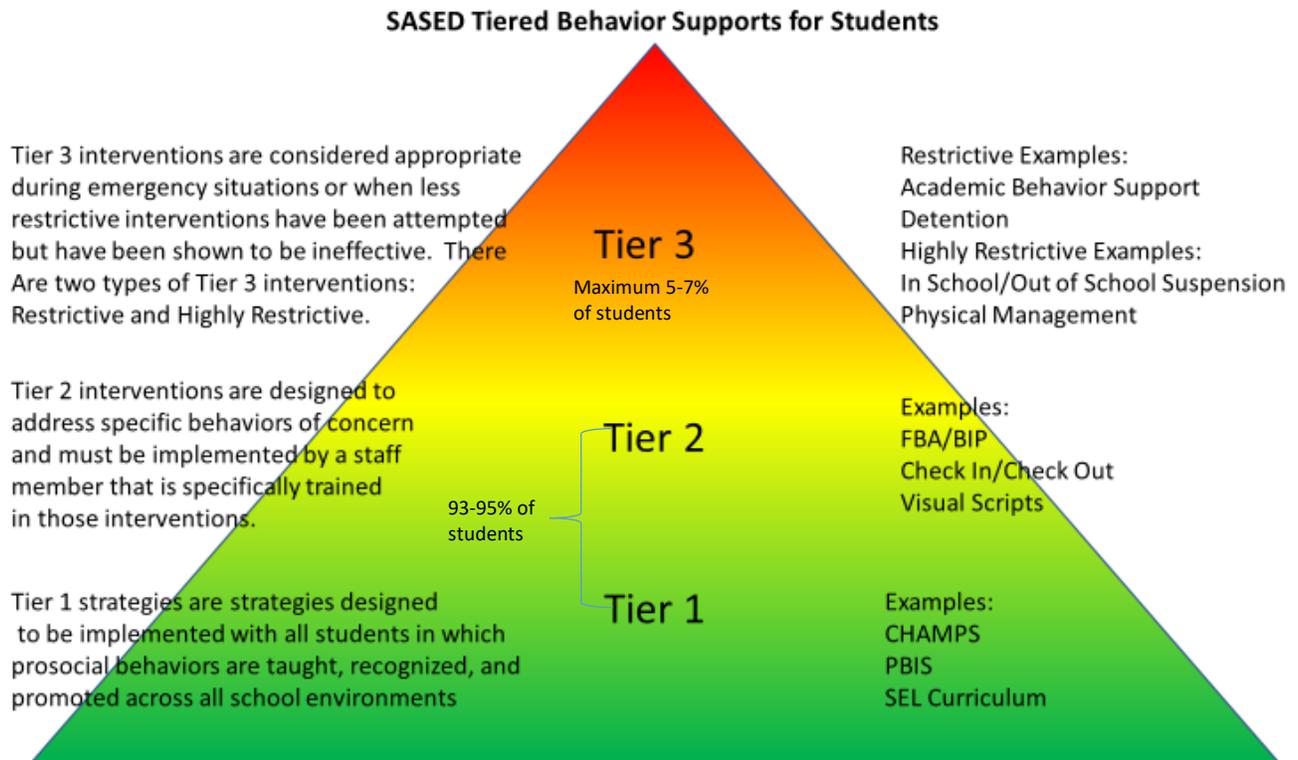
- Each SASED program uses a multi-tiered system of supports (MTSS) for addressing student behavior.
- A fundamental principle is that positive, non-aversive strategies & interventions should be used to the greatest extent possible to develop & strengthen desirable student behavior.
- A Behavior Management Manual, in which procedures & policies are outlined, is shared with parents annually.
- Behavior management procedures & policies are reviewed annually to ensure compliance with state statutes and best practice guidelines.

Below is a copy of the SASED Tiered Behavior Supports for Students, which was handed out at the meeting. This, along with the Facts sheet, will be either posted onto the SASED website or distributed to parent. A single page document will be placed in the registration packets.

This tiered system is to benefit most students, but not all as it varies by age group &/or disability. All classrooms use Tier 1, & the focus is to use more positive behavior interventions. CHAMPS is used classroom wide & school wide.

It was suggested to include:

- a hyperlink to the Behavior Management Manual;
- a hyperlink to explain what CHAMPS & PBIS is, & maybe include a short video of each;
- a list of examples of each tier;
- a date, contact information & website to the bottom right of the tiered system.



Dr. Volpe stated that SASED had a huge FOIA request from the Chicago Tribune asking for physical management & isolated time out data information. SASED does not use isolated time out, but the physical management data that was collected was sent to the Tribune. This data was also shared with the SASED Board.

3. English Language Arts Task Force Update (Susan Zikuda & Dr. Denise Hildebrand)

A few years ago, SASED created curriculum maps. The curriculum being used did not align with the maps, & there was no continuity. In the Spring of 2018, a task force was created to identify the goals, advantages & barriers of a Universal Tier 1 curriculum for all SASED programs that would meet the Common Core State Standards. The Goals:

- Select Evidence-based materials that will provide instructional materials to meet the needs of students across SASED Programs
- Multi-year Implementation Process (paper & on-line):
 - Review & Evaluate Curriculum Options
 - Purchase materials
 - Provide Training Implement Pilot – year 1
 - Provide Training & Implement to Tier 1 – year 2

The Advantages:

- Vertical & horizontal alignment – this allows the sharing of materials, planning & collaboration across programs with similar grade-levels, as well as consistent progression through the grades;
- Cross-program grade-level team collaboration;
- Standards-based & aligned;
- Materials that can be adapted for various academic needs (low to enrichment).

The Barriers:

- Adaptability of materials to meet all students' needs;
- Materials that could extend down to Pre-Kindergarten functional levels;
- Adequate time for training & implementation (ready to go without rushing).

Classroom testing would be performed to determine the instructional level of the student(s); would be a lesson plan format; can be adapted to student needs (audio, braille, large print, visuals, etc.); ELL adaptable; & sharing among student groups (K – 5 & 6 – 12).

The task force was divided into 4 teams, & each team received samples of various materials from publishers, & they reviewed 6 different programs that covered K-12th grade students. The teams met a few times to “dig down” into materials & create a presentation for the larger task force. The teams rated the materials on several areas:

- Language Development;
- Listening & Speaking;
- Writing;
- Foundational Skills;
- Reading Comprehension.

Also considered was the use of the materials within the classroom & how they would meet the needs of the students in various SASSED programs.

In the Fall of 2018, the ELA task force voted to proceed with purchase of materials! The materials to purchase for the pilot will be:

- Wonders for grades K – 6
- MyPerspectives for grades 6 – 12

These will have Core & Supplemental materials in both consumables & on-line for all student groups including ELL & students in need of intervention support. They will include auditory & visual adaptations. They are Common Core aligned, & will address all areas of reading, writing, language, & listening and speaking skills.

By the winter of 2019, volunteers were identified pilot the materials in the 2019-2020 school year. One to 2 classrooms in each SASSED program will be represented in the pilot. Initial training for the pilot staff is one full day in June of 2019 with on-line support 24/7 & webinars. A database of resources will be built, & staff will meet regularly to “compare notes.” All ELA staff will be trained in the Spring of 2020, & full implementation of the curriculum will be the 2020-2021 school year.

NOTE: The Publishers of the curriculum guaranteed availability and On-line Support for at least 10 years.

The parent component of these curriculums:

- Shows consistency & fluency;
- Letters to the parents;
- A “show & tell” at Parent-teacher conferences;
- Have a lesson plan to present;
- Compare the differences between now & then.

Someone asked how this curriculum will work with ESY, and we don't know. ELA would have to be an IEP goal targeted for ESY.

4. Other Discussion

- Donna, one of the parents, asked if SASSED would ever consider Visual Therapy as an option for students. Her daughter was seeing Dr. Margolis for this therapy with very positive results.
 - SASSED knows of Dr. Margolis & Visual Therapy, but there is not enough evidence-based practice or research behind the therapy.
- Julie, one of the parents, shared information about an Advocate she works with.

- Mora, one of the parents, mentioned that Duke University is doing Stem Cell therapy for Autism, & she knows someone whose child has had very positive results.
- Dr. Volpe stated that SASED is watching the legislature for Southeast's funding.
- Parents had positive remarks on the facilitative IEP's.

Next meeting: May 8, 2019 - SASED Administrative Center, 2900 Ogden Avenue, Lisle, IL